NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are ***not*** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: **GARFIELD**	School: **Christopher Columbus School #8**
Chief School Administrator: **NICHOLAS PERRAPATO**	Address: **147 Cedar Street, Garfield, NJ 07026**
Chief School Administrator's E-mail: nperrapato@gboe.org	Grade Levels: **K-5**
Title I Contact: **Mrs. Geri Ledford**	Principal: **Mrs. Ann Taylor**
Title I Contact E-mail: **gledford@gboe.org**	Principal's E-mail: **ataylor@gboe.org**
Title I Contact Phone Number: **973-340-5000 EXT: 2030**	Principal's Phone Number: **973-340-5038**

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Ann Taylor

_____ _____ _____

Principal's Name (Print) **Principal's Signature** **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held ____10_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 4,086,842 , which comprised 97.7 % of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 4,087,153 , which will comprise 97.9 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Professor in Residence	#1 & #2	Yes	schoolwide	$8,000
School Data Team	#1, #2 & #3	Yes	School wide	$3,520
Leveled Libraries	#1,#2	Yes	School wide	$16,985
After School Enrichment Family Literacy/ Multi Media Programs	#1 & #3	Yes	School wide	$5,000
Literacy Software Program K-5	#1 & #2	Yes	School wide	$1,500
Daily 5 Software Program	#1 &#2	Yes	School wide	$700
20 iPads Air (2 packages of 10)	#1, #2 & #3	Yes	School wide	$17,065
				$52,770

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA* §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary**.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Ann Taylor	School Staff-Administrator	X	X	X	
Christina Ingraffia-Scaduto	School Staff-G.E. Teacher	X	X	X	
Jennifer Lima	School Staff-G.E. Teacher	X	X	X	
Shannon Doherty	School Staff-S.E. Teacher	X	X	X	
Lauren Serritella	School Staff-G.E. Teacher	X	X	X	
Christine Toskovich	School Staff-G.E. Teacher	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
July 2014 – Present	District Leadership Mtg./ Curriculum Office	Needs Assessment	X		X	
May 2015	District Leadership Mtg./ Curriculum Office	Schoolwide Plan Development				
October 2014-May 2015	District Leadership Mtg./ Curriculum Office	Program Evaluation SGO/PARCC	X		X	
Sept. 2014 – Feb. 2015	Design Team/Data Team Mtg. – School #8	Needs Assessment	X		X	
April 2015	Data Team Mtg. – School #8	Program Evaluation	X		X	
May 2015 – June 2015	Data Team Mtg. – School #8	Plan Development	X		X	

Add rows as necessary.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	The Garfield School District shall strive to offer the highest quality of education, designed to provide a level of excellence that will enable all students to realize their intellectual and personal goals. This process shall entail the search for truth and a respect for scholarship and learning. The district shall offer an environment that values cultural diversity and respects individual differences with no tolerance for bigotry. The district is committed to the development of a partnership in education; integrating the interests of students, parents, staff and community leaders. This educational process shall develop responsible young people who are capable of effective and meaningful career decisions. • To develop an environment this addresses each student's unique nature and learning ability. • To develop a learning environment this is accepting of and has appreciation for the cultural diversity of students, staff, and community. • To provide the most effective way of delivering quality education to enable each student to achieve their fullest potential. • To encourage creative expression and the recognition of communicative, practical, and aesthetic arts. • To provide opportunities for the development of each student's character, sense of self-worth, respect for authority, and knowledge of their mental, physical, and emotional health. • To develop an opportunity for the application of ever-changing technology. • To encourage staff members to utilize opportunities for keeping abreast of new trends in education. To develop an environment this addresses each student's unique nature and learning ability.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation*). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

   Most of the programs were implemented as planned. Analysis of ELA NJ PARRC data was used to drive instruction. Extended day support for at risk student was provided to target NJ PARRC skills in need of improvement for ELA and Math. Grade Level/Common planning time (PLCs) was scheduled for teachers to examine student informative and explanatory writing samples to guide instruction for challenged writers. Gaining a greater understanding about reading comprehension through fluency and benchmarks assessments was supported with information from another school's Professor In Residence (PIR) from William Paterson University and utilized for Student Growth Objectives (SGOs). Lesson plans focused on numerical operations-base ten in Math were facilitated in the classroom. That information was further used in order to implement leveled learning groups in math throughout Grade 4. An after school family literacy program was offered to families to support sustained reading between the school and home. Wilson Reading System was provided in small group/individual settings for identified students struggling with phonemic awareness. Furthermore, the ELA and Math district curriculum alignment was revised with integrated assessments, differentiated lessons, as well as Gift and Talented instruction and used for SGOs. This in turn reflected the CCSS on each level in order to target instruction students need to accomplish various skills.

2. What were the strengths of the implementation process?

   The strengths of the implementation process were that each program provided was review and/or rolled out over time, allowing the teachers and the students to gain knowledge and develop skills in select areas throughout the year. ELA and Math NJ PARRC and Baseline/Mid-year data was reviewed periodically to determine student growth (SGOs). The information gather allowed teachers to identify at-risk students that needed to participate in the extended day programs. The fairly new reading series in grades 1-3 provided a wealth of teaching tools to support differentiated instruction, guided reading, measure reading fluency/comprehension and monitoring ongoing progress through benchmark assessments. During Design Team/Data Team meetings, teachers examined students work samples to further validate if they were reaching and/or surpassing their level of expectations (rigor) based on the CCSS. Wilson Reading System allowed students to develop phonemic understanding throughout

the year in a small group setting, helping to reduce the gap these students faced in the regular education classroom setting for reading. Furthermore, the revised ELA and Math curriculum alignment with pacing guides, integrated assessments based on the model curriculum, as well as the use of Performance Matters data supported a greater understanding of the depth of the CCSS in order to provide the students the necessary tools needed to accomplish various skills in a timely manner. The family literacy program promoted the importance of continual reading between the school and home and nurtured children and parents reading together as well as the Multimedia Program which gave students and parents the opportunity to work collaboratively though the use of technology via I pads, laptops, and PowerPoint Presentations.

3. What implementation challenges and barriers did the school encounter?

   Barriers for implementing some of the programs were time, limited funds for outside support, and substitute coverage for out of classroom professional development experiences.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

   Steps taking during the implementation process for each program showed much strength. Reviewing of ELA and Math NJ ASK and Baseline data at the beginning of the year allowed teachers to plan effective instructional methods, highlighted in-district PD needed, and identified students in need of extended support. One of the weaknesses in this program was that it was difficult to take additional steps to reach students that where performing extremely below the average for their grade. Funding, time, and getting students that where bused to come for extended tutorials were challenges. Examining student work during Design Team /Data Team, using a baseline approach in the fall comparative to the spring EOY results (SGOs), further supported a greater understanding of student level growth. Students identified to participate in the Wilson Reading System was efficiently done based on the step of reviewing student baseline assessment results. A weakness with the Wilson Reading System was that there needed to be steps taken to train more teachers due to the increased number of struggling readers. However, funding, time, and getting classroom coverage were obstacles. Introducing the revised ELA and Math curriculum alignment with pacing guides and assessments in the Fall was a challenge due the changes in the alignment structure and the depth of knowledge needed to be known to reach the level of expectations for each CCSS standard. Furthermore, coverage for the ELA and Math Curriculum Committee to develop more assessments became an obstacle. Overall, steps taken for each family literacy session showed strength, with a minimal weakness being a few absences due to time conflict.

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5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

   The school obtained necessary buy-in from all stakeholders because each of the initiatives instituted was based on district leadership team feedback, Design Team/Data Team input, teachers/parent feedback, surveys, and student progress (i.e. NJ ASK results, Baseline assessments, SGOs/ and analysis of Performance Matters). During common planning time/grade levels (PLCs), faculty meetings, Cluster meetings, and/or facilitator meetings, these initiatives where discussed to address any questions and concerns with their implementation. Furthermore, each program was reviewed regularly throughout the year to help support teachers in need of additional PD in select areas.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

   Overall, the perception of the staff was positive. Many of them were aware of each initiative prior to implementation and understood why they were being incorporated during the school year. Teachers unsure or unclear of various programs taking place were addressed during common planning time and met for clarification and understanding on how each program would work and the aspect of what they would implement. Tools used to measure the staff's perception were surveys, grade level/common planning time, Cluster meetings and Design/ Data Team feedback.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

   Overall, the community was supportive of the various initiatives, as evidenced during discussions at Home and School meetings, and parent/teacher conferences. Tools used to measure the community's perception were surveys, Home and School meetings and parent feedback.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

   The methods of delivery for each program varied, depending on the information needed to be explained and individual teacher's needs. Writer's Workshop, Leveling libraries and Performance Matters data base was discussed during group grade level, Design/Data Team meetings, and Cluster meetings. Reviewing of ELA and Math NJ ASK and Baseline data occurred in September to develop SGOs during group grade level meetings and a mailing went home to families on their individual child's progress for NJ ASK. Examining students' baseline data was discussed in the Fall during group Design Team/Data Team meetings and clarified

during group grade level meetings. The delivery of the Wilson Reading System evolved over a few years from the Child Study Team and Federal Programs Department, with having different individual teachers trained on the system each year. Introducing the revised ELA and Math curriculum alignment with pacing guide and assessments in the Fall was rolled out to the staff during faculty meets and broken down into individual levels during group grade level meetings. The staff was made aware that the revised curriculum integrated subjects, differentiated learning, and Gifted and Talented components. The Family Literacy program was offered to parents/students through an explanatory form sent home to determine interest in the extended day intervention as well as a Multi Media program that encourage parents and students to become more acclimated with the use of technology.

9. How did the school structure the interventions?

Each intervention was structured in various ways. Leveling Libraries and IRLA (Independent Reading Level Assessment) occurred from September 2013-June 2014, with the classroom support from the Reading Specialist and PIR (Professor In Residence). Reviewing of ELA and Math NJ ASK and Baseline data occurred in September (SGO development) during grade level/ common planning meetings, reviewed periodically (Mid-year) for student progress, and assessed at the EOY to determine if student growth objectives were obtained. Examining students' reading level through IRLA and leveling libraries as well as fluency and comprehension assessments began in the Fall during Design Team /Data meetings and also in the Spring to determine grade level growth. The Wilson Reading System program evolved in the Fall by select teachers and the Reading Specialist reviewing student baseline data in order to create a schedule with small group instruction at least three times a week for struggling readers. Introduction of revised the ELA and Math curriculum alignment with pacing guides and assessments were rolled out in the Fall to the staff during a faculty meet and further discussed in detail throughout the year during group grade level meetings. The staff was made aware that the revised curriculum integrated subjects, differentiated learning, and Gifted and Talented components. The Family Literacy program was offered once a week, over an eight week period to parents/students in the Fall/Winter and was based on a first come system because program size was limited. Furthermore, a Multi Media program was offered to parents and students Gr. 2-4 on a weekly basis in order to infuse interdisciplinary technology in the home and at school.

10. How frequently did students receive instructional interventions?

Frequency of instructional interventions was based on individual programs. The Writer's Workshop process occurred a minimum of two times per week, approximately 60 minutes each day, throughout the school year with the students in grades 1-5. Each reading unit encompasses guided reading and measured reading fluency/comprehension that was monitored through benchmark

assessments given bi-monthly. The Wilson Reading System program intervention was at least three times a week, approximately 90 minutes each day, in small groups for struggling readers. Leveling Libraries occurred in grades 1-5 were supported with professional development as well as the PIR. Tutorials occurred weekly throughout the school year for 30 minutes and the NJ PARCC After School Extended Day program took place once a week for an hour in ELA and Math over two 7 week cycles. The Family Literacy program was offered once a week for two hours, over a seven week period, to parents/students in the Winter/Spring as well as a Multi Media program was offered to parents and students on a biweekly basis for a 4 week cycle first come system in order to infuse technology in home and school.

11. What technologies did the school use to support the program?

- SMARTBoards
- Laptop Computer Carts
- iPads
- Classroom computers
- Computer Lab/ SUB LAB
- Document Camera
- Study Island, Discovery Ed., Gizmos (on-line programs)
- Reading Series online supported programs
- Model Curriculum online assessment
- PARCC online assessment generator
- Online resources

12. Did the technology contribute to the success of the program and, if so, how?

Technology played an important role in contributing to the success of various programs. The SMARTBoard assisted with classroom instruction and PD during grade level/common planning time and district in-service days. Laptops, iPads, the computer lab/ sub lab, and classroom computers allowed students to develop their reading, writing and math skills, conduct research, receive virtual reality lessons, participate in online assessments (Study Island), and learn in a 21 Century environment to support student growth. Furthermore, the document camera helped instruction and student development by projecting a variety of materials, books, and student work samples to share out with the class for group discussions. Each of these tools enhanced different intervention programs and extended student learning not only academically, but technologically as well.

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Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 4	39 58.2%	Not available yet	• ELA NJ PARRC After School Enrichment Program • Before/After School Tutoring • Wilson Reading System • Guided Reading • Differentiated Instruction lessons • Writer's Workshop • 90 minute ELA Block • Study Island online program • Model Curriculum online tests • PARCC online test generator • Family Literacy Program	Not determined due to PARRC 2015 results have not been received.
Grade 5	40 51.3%	Not available yet	• ELA NJ PARRC After School Enrichment Program • Before/After School Tutoring • Wilson Reading System • Guided Reading • Differentiated Instruction lessons • Writer's Workshop • 90 minute ELA Block • Study Island online program • Model Curriculum online tests • PARCC online test generator • Family Literacy Program	Not determined to due to PARRC 2015 results have not been received.

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Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 4	21 31.3%	Not Available	● Math NJ ASK After School Enrichment Program ● Before/After School Tutoring ● 90 minute Math Block: Leveled Group Instruction ● Differentiated Instruction lessons ● Study Island online program ● Model Curriculum online tests ● PARCC online test generator ● Family Math Program ● Performance Matters Data Base	Not determined due to PARCC 2015 results have not been received.
Grade 5	14 17.9%	Not Available	● Math NJ ASK After School Enrichment Program ● Before/After School Tutoring ● 90 minute Math Block ● Differentiated Instruction lesson ● Study Island online program ● Model Curriculum online tests ● PARCC online test generator ● Family Math Program ● Performance Matters Data Base	Not determined due to PARCC 2015 results have not been received.
Grade 6				
Grade 7				

Grade 8				
Grade 11				
Grade 12				

Evaluation of 2014-2015 Student Performance

Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions ***did*** **or** ***did not*** **result in proficiency (Be specific for each intervention).**
Pre-Kindergarten				
Kindergarten	17 21.5%	13 25%	• Before/After School Tutoring • Guided Reading • Differentiated Instruction lessons • 90 minute ELA Block • Center-based activities • Model Curriculum online tests • Family Literacy Program	The comparative results from 2012-13 to 2014-15 reflect growth, it should be noted that contributing factors to this growth are there were 3 kindergarten classes this year as oppose to 4. In this regard, common planning time was flexible among these educators. It is apparent that not only the number within the below level group decreased it is evident that the interventions being provided contributed to that growth.
Grade 1	6 10%	17 28.8%	• Before/After School Tutoring • Guided Reading • Differentiated Instruction lessons • Fluency evaluation • Writer's Workshop • 90 minute ELA Block • Study Island online program • Model Curriculum online tests • Family Literacy Program • IRLA (Independent Reading Level Assessment)	More than 2/3 of first graders demonstrated growth throughout the course of the year. It should be noted that a transition between teachers occurred mid- year. Students had difficulty adapting from a seasoned to a novice teacher mid- year. Nevertheless, another contributing factor to this data is the BSIP teachers were used frequently in order to cover classes. These teachers and students were unable to take advantage of the in class support the district can provide.

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			• Completion of leveled libraries	
Grade 2	10 15.6%	17 26.9%	• Before/After School Tutoring • Guided Reading • Differentiated Instruction lessons • Writer's Workshop • Fluency evaluation • 90 minute ELA Block • Study Island online program • Model Curriculum online tests • Family Literacy Program • Leveled Libraries from Book Source • Mondo • At-Risk student assessment through IRLA(Independent Reading Level Assessment) • Multi-Media Enrichment- technology infused	More than 2/3 of second graders demonstrated growth throughout the course of the year. It should be noted that the at risk students received assessments from the PIR (Professor In Residence) using IRLAs (Independent Reading Level Assessment) in the third trimester. Nevertheless, professional development using the IPAD app for leveling libraries was obtained mid-year. A contributing factor to these results was the time restraint to place each book throughout the teachers' library in their proper level.
Grade 9				
Grade 10				
Mathematics	**2013 - 2014**	**2014 - 2015**	**Interventions Provided**	**Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).**
Pre-Kindergarten				
Kindergarten	5 6.3%	12 23%	• Before/After School Tutoring • 90 minute Math Block • Differentiated Instruction lessons • Center-based activities • Model Curriculum online tests • Family Math Program • Performance Matters Data Base	The comparative results from 2012-13 to 2014-15 did not reflect growth, it should be noted that contributing factors to this data are there were 3 kindergarten classes this year as oppose to 4. In this regard, common planning time was flexible among these educators. It is apparent that not only the number within the below level group decreased it is evident that the interventions being provided contributed to that growth. Nevertheless, a new data analysis program

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				was implemented for the first time this year making teachers unaware of how to manipulate and read the data that indicated deficiency among particular standards.
Grade 1	8 13.3%	18 30.5%	• Before/After School Tutoring • 90 minute Math Block • Differentiated Instruction lessons • Study Island online program • Model Curriculum online tests • Family Math Program • Performance Matters Data Base	More than 60% of the first grade student population scored proficient. It should be noted that a transition between teachers occurred mid- year. Students had difficulty adapting from a seasoned to a novice teacher mid- year. Nevertheless, another contributing factor to this data is the BSIP teachers were used frequently in order to cover classes. These teachers and students were unable to take advantage of the in class support the district can provide. Nevertheless, a new data analysis program was implemented for the first time this year making teachers unaware of how to manipulate and read the data that indicated deficiency among particular standards.
Grade 2	7 10.6%	15 23.8%	• Before/After School Tutoring • 90 minute Math Block • Differentiated Instruction lessons • Model Curriculum online tests • Study Island online program • Family Math Program • Performance Matters Data Base	More than 75% of second graders scored proficient. It should be noted that a new data analysis program was implemented for the first time this year making teachers unaware of how to manipulate and read the data that indicated deficiency among particular standards.
Grade 9				
Grade 10				

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Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Gen. Ed., Disabled, ELL & Homeless	Differentiated Instruction Guided Reading Small group instruction Baseline/EOY Tests ELA/SS Performance Tasks Wilson Reading Systems Benchmark assessments Word walls Family Literacy Program Language Acquisition Collaboration (speech) 90 Minute ELA Block Writer's Workshop NJ ASK Afterschool Enrichment Model Curriculum online PARCC online test generator Study Island online	YES	Documentation of effectiveness is evidenced by Differentiated Instruction lesson plans, mini-observations and teacher evaluations, attendance sheets, Interim/Report Cards, supervisory reports, teacher feedback, SGO results, Baseline/EOY results, Performance Tasks results and online records of pre/post assessments on Study Island.	Anticipated outcome in Gr. K-5 is increased scores on the End of the Year assessment in comparison to the baseline assessment, growth of proficiency on the NJ ASK 3-5 assessments, improvement of all students' critical thinking skills and report card grades in Reading/Language Arts, and greater achievement on classroom assessments and mastery of the ELA CCSS through the support of parents and teachers collaborating. Completion of Wilson Reading Systems by Basic Skills, Reading Specialist, ESL and Special Education teachers. Progress from pre to post assessment demonstrated on online academic program: *Study Island*.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		program			
Math	Gen. Ed., Disabled, ELL & Homeless, Economically Disadvantaged	90 Minute Math Block Small group differentiated instruction New CCSS in Math integration (Gr. 3-5) District Baseline/EOY and Post I & II Tests Math/Science Performance Tasks Family Math Program PARCC Afterschool Enrich. Model Curriculum online PARCC online test generator Study Island online program Performance Matters Data Base		Documentation of effectiveness is evidenced by Differentiated Instruction lesson plans, mini-observations and teacher evaluations, attendance sheets, Interim/Report Cards, supervisory reports, teacher feedback, SGO results, Baseline/EOY results, online records of pre/post assessments on Study Island, and Performance Tasks and Post Test results	Anticipated outcome is increased scores on the Math posttests and end of year assessment in comparison to the baseline assessment (SGOs), growth of proficiency on the NJ ASK 3-5 assessments, improvement in all students' critical thinking skills and report card grades in Math, greater achievement on district Math/Science performance tasks and classroom assessments, and mastery of the Math CCSS through the support of parents and teachers collaborating. Progress from pre to post assessment demonstrated on online academic program: *Study Island.* Analysis of four assessments given throughout the year that were inputted into the Performance Matters Data Base system.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA/Math	Special Education	Summer Extended Year Program	Yes	Documentation of effectiveness is evidenced by attendance sheets, teacher feedback, student work samples and report cards/interim reports in upcoming school year.	The anticipated outcome is to offer every special needs student the opportunity to retain and improve their academic development level by having continuity of learning throughout the year in order to close the achievement gap.
ELA, Math, Science, Social Studies	All students	After School Tutoring	Yes	Documentation of effectiveness is evidenced by attendance sheets, teacher feedback, report cards/interim reports and student work samples.	Anticipated outcome is to provide every opportunity for all students to improve their achievement in all academic areas and on the district and state assessments.
ELA	Students in grades K-2 (Gen. Ed., S.E., ELL)	Family Literacy Nights	Yes	Documentation of effectiveness is evidenced by attendance sheets, teacher and parent feedback, report cards/interim reports and student work samples.	Anticipated outcome is to give every opportunity to all students to improve their ELA and critical thinking skills with the support of parents and teachers trained in the program.
ELA/Math	Students in grades 3-5 (Gen. Ed., S.E., ELL)	PARCC After School Enrichment Program	Yes	Documentation of effectiveness is evidenced by attendance sheets, teacher feedback, student work samples, report cards/interim reports and	The anticipated outcome is to provide every opportunity to all students to improve their English Language Arts & Math NJ ASK scores.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				records of pre/post assessments on Study Island.	
ELA/Math	New Students	Title I Assessment for Basic Skills Improvement	Yes	Documentation of effectiveness is evidenced by norm reference assessment results	The anticipated outcome is that at-risk students will be identified for eligibility of basic skills services.
ELA, Science, Social Studies	Students in grades 2-4	Multi-Media Enrichment Program	Yes	Documentation of effectiveness is evidenced by attendance sheets, teacher lesson plans, parent/student feedback.	The anticipated outcome is to provide a technological connection between the school and home thus exposing parents and students to technology and how the use of computers/lap tops, ipads can be infused at home as well as in school.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development **– Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All content areas	K-5 Teachers & Specialist	Student Growth Objectives Workshop	Yes	Teacher Surveys Teacher Mini- observations Teacher Lesson Plans Running records Mid-Year/EOY, Post Test and Performance Task Results	Teacher SGOs were reviewed mid-year for progress and the final outcome was documented at the end of year to determine if objectives were reached. This information was further documented in teacher mini-observations and final evaluation summary.
ELA/Special Education	Grade K-3, Reading Specialist	Reading Disabilities Workshop: Dyslexia	Yes	Teacher Surveys Teacher Mini- observations Teacher Lesson Plans I&R,S Referrals After School Enrichment Program lesson plans & assessments	Teachers provided positive feedback and implemented strategies learned in their classrooms to determine if students struggling with reading may have Dyslexia. This was further supported by the I&R,S team to determine if more analysis was necessary for referred students to validate the reading disability.
ELA & Math	Select K-5 Faculty	Curriculum Alignments & Assessment Revisions/ Development	Yes	Attendance sheets Curriculum Alignment, pacing guide documents & assessments	Revised curriculum alignment was implemented in classrooms, along with pacing guides and assessments, according to the state mandated guidelines as well Model Curriculum. Assessments were also used to measure SGOs.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Teachers of Grades 1	William Paterson Professor In Residence (PIR) Workshop: *Understanding how to measure student fluency* *through running records*	Yes	Teacher Surveys Teacher Mini- observations Teacher Lesson Plans After School Enrichment Program lesson plans & assessments	Teachers provided positive feedback and implemented strategies learned in their classrooms utilizing the practice provided by the PIR. Furthermore, SGOs for grade 1 teachers, based on fluency, were reviewed for progress through ongoing running records and the final outcome was documented at the end of year to determine if objectives were reached.
All content areas	Teachers of Grade K	Gifted and Talented	Yes	Teacher Surveys Teacher Lesson Plans Differentiated Instruction	Teachers are provided feedback and implementation of providing rigorous lessons targeting the advanced learner. Teachers are given the tools to nominate those students who qualify to participate in the Gift and Talented Program provided by the district.
Math	Teachers Grade K-5	Performance Matters Data Base	Yes	Aggregated Results on Performance Matters Focus of Deficient Standards Differentiated Instruction Math SGO Results	The use of the data base further supports the teacher's instructional methods by focusing upon the standards in which their students performed deficient in. The data allows the teacher the microscopic view of math results and supports the driven implementation of math instruction.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Teachers of Grades 4-5 and LLD	Leveling Library Books/ DRA (Developmental Reading Assessment)	Yes	Teacher Surveys Teacher Lesson Plans End of Year SGO Results	Teachers are provided professional development in utilizing an app via the Ipad that has been installed to determine the reading level of books found within their classroom libraries. This will further support the developmental reading level of each individual student within the classroom as well as those with a language learning disability.
ELA and Math	Teachers of Grades 3,4,5	PARCC Assessment	Yes	Teacher Surveys Teacher Mini- observations Teacher Lesson Plans Performance Task Results After School Enrichment Program lesson plans, attendance sheets & assessments	Teachers provided feedback in order to implement PARRC readiness assessments aligned with the Common Core and easily transition from the NJ ASK to PARRC. Teachers are further supported with the online assessment component in order to prepare students with technological advances that must be used to operate the test via the computer. Furthermore, teachers are supported through the infusion of technology by use of computers and Ipads.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	BSIP	Wilson Reading/ Fundations	Yes	Teacher Surveys Teacher Mini- observations Teacher Lesson Plans SGO ELA Results	Teachers are provided the proper training to foster a positive reading program for the beginning reader. This further supports the beginning reader to recognize letter sounds through decoding, various letter combinations, and guidance of phonemic awareness. Furthermore, the program provides an actual foundation of reading for the beginning reader.
ELA	All Teachers Gr. 2-5	PARCC PREP	Yes	PARCC results, Report Cards/Interim Reports, Regular classroom assessments, Baseline/EOY results, Teacher mini-observation/ evaluation results, teacher feedback, SGO results	The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers. These high quality, computer-based K–12 assessments in English Language Arts/Literacy give teachers, schools, students, and parents better information whether students are on track in their learning and for success after high school, and tools to help teachers customize learning to meet student needs. The PARCC assessments results will be available in the Fall of 2015 school year

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Reading Specialist	Wilson/ Orton Prep	Yes	Teacher Surveys Teacher Mini- observations Teacher Lesson Plans Performance Task Results Running Records	This program supports remediation for the struggling readers in grades 3-4. The program supports the weak reader and provides reinforcement in order to enhance the reading level of those particular students.
ELA	Grade 2 Teachers	Leveling Libraries	Yes	Teacher Surveys Teacher Lesson Plans End of Year SGO ELA Fluency Results	Teachers are provided professional development in utilizing an app via the Ipad that has been installed to determine the reading level of books found within their classroom libraries. This will further support the developmental reading level of each individual student within the classroom as well as those with a language learning disability. Nevertheless, leveling the libraries would further assist the teacher with the upcoming implementation of the Daily 5.

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All content areas-	Kindergarten All Kindergarten parents/guardian & students	Kindergarten Meet & Greet Curriculum & Environment	Yes	Documentation of effectiveness is evidenced by attendance sheets, teacher and parent/guardian feedback	High attendance by parents/guardian and children, along with positive feedback from teachers and parents/guardian present

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
School Curriculum & Environment	All parents and/or guardian (*including Gen. Ed., Disabled, ELL & Homeless)*	Back to School Night	Yes	Documentation of effectiveness is evidenced by attendance sheets, teacher and parent/guardian feedback	High attendance by parents/guardian and family members, along with positive feedback from teachers and parents/guardian present.
ELA	Parents/Guardians in grades K-2 (*including Gen. Ed., Disabled, ELL & Homeless)*	Family Literacy Night	Yes	Documentation of effectiveness is evidenced by attendance sheets, surveys, teacher and parent/guardian feedback.	Better attendance by parents/guardian and children, along with positive feedback from teachers and parents/guardian present. Furthermore, anticipated improved District and State assessment results.
ELA	Parents/Guardians in grades 2-4 (*including Gen. Ed., Disabled, ELL & Homeless)*	Multi-Media Enrichment Program	Yes	Documentation of effectiveness is evidenced by attendance sheets, surveys, teacher and parent/guardian feedback.	Better attendance by parents/guardians and children. Through positive feedback the anticipation of the home and school Connection of technology combining of text, graphics, animation, pictures, videos and sound and power point presentations from involved parents and children the technology based assessment scores will improve. Furthermore, in preparation for State technology based assessments this program offers a plethora of engagement in technology.
Math	Parents/Guardian & Students (*including Gen. Ed., Disabled, ELL*	MacMillan McGraw-Hill Math Connects Online use of virtual manipulatives	Yes	Parent/Guardian Feedback Homework Infusion of technology at the home and in the classroom	Positive Feedback from parents/guardian & students Higher Percentage of students completing homework assignments

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	& Homeless)				Improvement of Math Posttest Assessments scores SGO results Anticipated outcome is to provide opportunity for all students to improve on Math district and state assessments through the use of technology and manipulation of virtual math tools.
ELA	Parents/Guardian & Students (*including Gen. Ed., Disabled, ELL & Homeless)*	Scott Foresman Reading Street Online	Yes	Parent/Guardian Feedback Homework Baseline/EOY Test Scores	Positive Feedback from parents/guardian & students Higher Percentage of students completing homework assignments Improvement on Scott Foresman assessments Anticipated outcome is to provide opportunity for all students to improve on ELA district and state assessments.
All content areas	All parents/guardian (*including Gen. Ed., Disabled, ELL & Homeless)*	Parent-Teacher Conferences	Yes	Documentation of effectiveness is evidenced by attendance sheets, teacher and parent/guardian feedback, along with student progress on Report Cards/Interim Reports.	High attendance by parents/guardian, along with effective communication between teachers and parents/guardian regarding student's academic achievement.
All content areas	All parents/guardian (*including Gen. Ed., Disabled, ELL & Homeless)*	Parent- Teacher At-Risk Conferences	Yes	Documentation of effectiveness is evidenced by attendance sheets, teacher and parent/guardian feedback, along with student progress on Report Cards/Interim Reports.	Signed parent/guardian notification form, attendance by parents/guardian, along with effective communication between teachers and parents/guardian regarding student's academic areas in need of significant improvement.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Communication of all areas related to school matters	All parents/guardian (*including Gen. Ed., Disabled, ELL & Homeless)*	Communication (Letters, Memos, Reverse 911 Messaging System, District & School Websites)	Yes	Documentation of effectiveness is evidenced by participation rate of parents/guardian.	Positive feedback from teachers and parents/guardian, along with increased parent/guardian participation in school activities due to improved methods of communication.
School Curriculum & Environment	All parents/guardian (*including Gen. Ed., Disabled, ELL & Homeless)*	Home & School (PTO) Meetings	Yes	Documentation of effectiveness is evidenced by attendance sheets and parent/guardian and teacher feedback.	Positive attendance by parents/guardian and family members, along with good feedback from teachers and parents/.guardian present.
All content areas	Parents/guardians, G&T teacher, students, family members, principal	Gifts & Talents Project Fair	Yes	Attendance	Increase positive parental/guardian and family response to support gifted & talented students.
Physical Education	Parental/Guardian Involvement Parents/guardian, Teachers, Principal & community members (*including Gen. Ed., Disabled, ELL & Homeless)*	Field Day	Yes	Documentation of effectiveness is evidenced by participation of parents/guardian for events.	Parents/guardian volunteer to assist teachers and children with the annual Field Day events and refreshments.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELL	Parents/guardian & community adult members	Adult ESL Evening Program	Yes	Documentation of effectiveness is evidenced by attendance sheets demonstrating consistent participation.	Participates acquired basic English Language vocabulary and communications skills. http://ies.ed.gov/ncee/projects/evaluation/literacy_adultesl.asp
All content areas	ELL Parents/guardian	Language Assistance Parents (ELL)	Yes	Documentation of effectiveness is evidenced by scheduled conference logs, along with student progress on Report Cards/Interim Reports.	Bi-lingual communication through translators and/or technology assisted Non-English speaking parents/guardian to support student progress as evidenced in Report Cards/Interim Reports.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____	_____	_____
Principal's Name (Print)	**Principal's Signature**	**Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement Reading, Writing, Math (includes Gen. Ed., Disabled, ELL, Homeless & Econ. Disadvantaged Students)	Academic Achievement – Reading & Writing (includes Gen. Ed., Disabled, ELL, Homeless & Econ. Disadvantaged Students)	Kindergarten District generated assessments, Scott Foresman Reading fluency , District generated comprehension assessments grades 3-5, as well as IRLAs (Independent Reading Level Assessment for Gr.1-5), establishment/revision of school-wide goals (Action Plans).
Academic Achievement – Math (includes Gen. Ed., Disabled, ELL, Homeless & Econ. Disadvantaged Students)	District Math Baseline/EOY, Posttest Assessments, *Go Math* by Houghton Mifflin online assessments , Performance Matters, and Study Island	Overall Math scores demonstrated increased student proficiency based on the comparison from the Baseline, Posttest and EOY tests and are documented on SGOs and End of the Year Benchmark Total Test Forms. Results of each assessment were reviewed during Summative Evaluation meetings and guided the instruction that occurred in the classrooms for math.
Academic Achievement – Reading (*includes Gen. Ed., Disabled, ELL, Homeless & Econ. Disadvantaged. Students*)	ERI (Early Reading Intervention) – Kindergarten	Assessment was given to kindergarten students that scored below reading level in pre-K to determine which students will be placed in an early reading intervention program at the beginning of the school year (*My Sidewalks*).
Academic Achievement - Reading	Reading Baseline comprehension, fluency and IRLAs (Independent Reading Level Assessment and (Gr. 1-5)	Assessments used to determine students' instructional needs at the beginning of the school year and gave baseline on reading level for current and new students.
Academic Achievement – Writing (*includes Gen. Ed., Disabled, ELL, Homeless & Econ.*	Writer's Workshop Folders Gr.1-5 (Student writing samples)	The results of various student writing samples reviewed by the Data Team were used to determine the academic level of differentiated student work and supported the establishment/revision of school-

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Disadvantaged. Students)		wide goals (Action Plans).
Academic Achievement (*includes Gen. Ed., Disabled, ELL, Homeless & Econ. Disadvantaged. Students*)	Student Report Cards/Interim Reports	Results were used to determine student progress and acquisition of grade-level skills.
English Language Learners: Academic Achievement – Reading & Writing	ACCESS (ELL)	This assessment is used to measure ELL students' extent of functional language, comprehension and use of phonological, syntactic, semantic structure rules, and comprehension and technical vocabulary in the content area in order to support students exiting the ESL program.
Parent Involvement	Attendance: • Home & School Meetings • Family Literacy • Kindergarten Meet & Greet • ESL/Basic Skills Parent Advisory Meeting • ESL/Basic Skills Local Parent Council Meeting • Teacher/Parent Conferences • Gifts & Talents Project Fair • Back to School Night	Parental response has been positive as evidenced by attendance sheets, surveys and feedback.
Professional Development	• Attendance Records & Surveys for District sponsored workshops • Teacher mini-observations/evaluations on differentiated instruction • Fluency running records	Elementary teachers have completed professional development in Differentiated Instruction, Reading Disabilities –Dyslexia (Gr.K-3), Fluency measurement (Gr.1-3), ELA/Math CCSS skills, PARCC training (Gr.3-5), Wilson Reading (Read. Spec. & select staff), Study Island, Performance Matters, IRLAs, and SGOs. Response has been positive as evidenced by attendance sheets, teacher feedback, teacher mini-observations/evaluations, and student work samples. Furthermore,

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	• Attendance • Records/Observations/Feedback from Math Coach (Gr.3-5) • PDP records • PD request forms for out of district workshops • Technology Survey • Revision of District Curriculum Alignment Assessments along with pacing Guided in Math-Gr.K-5 & ELA/S.S. and Math/Science Performance Tasks-Gr.K-5 • Study Island Training • School wide Action Plan	select teachers have been worked on curriculum assessment revisions in Math and ELA in order to meet the state requirements as evidenced by attendance sheets and curriculum assessment documents.
Extended Learning Opportunities	Attendance Records: • Extended Year Summer Language Enrichment program • Title III Immigrant Program • Tutoring Records • Special Ed Extended Year Program • PARCC ELA & Math After School Enrichment Programs • Family Literacy • Multi Media	Response has been positive as evidenced by attendance sheets, teacher feedback, observations, student work samples, and previous assessment results.
School Culture	State School Report Card	This online data source provided information on average class size, length of school day, instructional time, student/computer ratio, student mobility, language diversity, percent of LEP and students with disabilities, state, local and DFG group PARCC performance,

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		faculty attendance, mobility and credentials and expenditures per pupil.
School Culture/Professional Development	District PD and Technology Surveys	The results of each survey drives future professional development based on teachers' feedback about PD provided and staff's level of ability with integrating technology in the classroom.
Leadership	• DEAC • Data Team • District Leadership/Administrative Meetings • ScIP Meetings	Within the school, meetings occurred regularly to develop school-wide initiatives (i.e. student achievement, revised curriculum/assessment implementation, Action Plans, SGOs, etc.) to foster educational growth that was communicated at weekly district facilitator/leadership meetings.
Highly Qualified Staff	• District Interview Committee • HQT Document • PDP documents • SGOs • Teacher Mini-observations and Evaluations	District records validate the number of individual staff members who are qualified to teach, including their certification, and years of teaching. This information is submitted in the Fall Report to the state. Furthermore, there are participation records of provisionally certified teachers that have been mentored at the school and district level. Teacher mini-observations and evaluations are completed, along with SGOs based on *NJAchieve* guidelines to be submitted in June. It measures teacher quality based upon benchmark areas in various content areas, instruction, assessment, classroom environment, etc.
School-Based Youth Services	• Intervention & Referral Services (I&RS) • School Guidance records • School Safety Committee Survey • HIB State Report	Students meet with counselors based on recommendations. At I&RS meeting, students are referred by teachers to determine interventions needed before referral to the Child Study Team. Furthermore, the School Safety Committee meets throughout the year to review anti-bullying programs, possible bullying situations, along with interventions taken. An HIB State Report is posted on the district website.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

The school reviews various forms of data to identify areas of need. The Data Team collaborates with the District Leadership Team, teachers to analyze 2014-15 Baseline, Post Tests and End-of-the Year assessments (documented on SGOs and EOY Score Forms), along with previous PARRC data. The members use test information to compare and determine gaps in subgroups, trends and recurring patterns, cluster strengths/weaknesses, and overall passing/non-passing rate. There is on-going dialogue about factors that may contribute to weaknesses and improvement strategies are recommended. In conjunction with test data documentations, the principal, administrators, assistant curriculum supervisors conduct mini-observations of all the classrooms in the school to monitor and record quality-teaching practices. Also, the teachers review student work and Data Team analyzes the findings to determine strengths and weaknesses in order to develop school wide goals (Action Plan) for the school. Along with the review of test and teaching practice needs, the educational staff credentials are examined to determine that all teachers within the school meet the State of New Jersey definition of being a Highly Qualified Teacher (HQT) and continue to acquire yearly adequate Professional Development hours toward the required 100 hours over five years (approximately 20 hrs per year).

2. What process did the school use to collect and compile data for student subgroups?

Data from the District wide comprehension and fluency Baseline and EOY (SGOs), along with PARCC assessments is collected. The school principal, data team, and assistant curriculum supervisors analyze the data (i.e. Performance Matters) for increases and decreases on various content skills. Also, the principal, administrators, supervisors compiles data from mini-teacher observation summaries that are shared with individual teachers and provide next steps that should be addressed. This is future discussed with the ScIP committee. Strengths and weaknesses are then identified and discussed at common planning time, and District Leadership Team meetings. School wide goals (Action Plan) are established by the Data Team and shared out during faculty meetings. In addition, the data is utilized to enhance professional development initiatives, aligned with the Core Content State Standards (ELA & Math) & New Jersey Core Curriculum Content Standards (S.S. & Science). Furthermore, documentation of teaching qualifications in accordance to HQT guidelines are collected and placed on file within the school by the principal

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Since the state approves the companies that disaggregate the data for PARRC testing, the district is confident that the data is statistically sound. Furthermore, the district wide comprehension and fluency Baseline, EOY tests, and IRLA (Independent Reading Level Assessment) are researched-based assessments and the district math baseline, posttest, EOY assessments are reflective of the State approved website *Model Curriculum*. ELA/SS and Math/Science performance task are also based on the support of this site. This data is disaggregated on the Performance Matters data base for our district needs and has been used with confidence.

4. What did the data analysis reveal regarding classroom instruction?

The data revealed that classroom instructional practices continue to score overall above average on the SGO documents. Some areas on the NJ ASK indicate that explanatory writing, along with informational text in reading continues to be average to below averages on various levels in grades 3-5. Furthermore, there is a continual need to support mathematical practices (problem-solving skills) in math. However, these focus points are being addressed through in-house collaboration (Teachers, Reading Specialist, BSI, ESL, Family Literacy, tutoring, after school enrichment programs), Writer's Workshop, guided instruction based on Baseline/EOY and Math posttest assessment results, ELA/SS & Math/Science performance tasks, the Wilson Reading System program, Fundations (a Wilson Program) Professional Development from Curriculum Office and other select approved educational providers for select grades to support effective instructional strategies for writing, reading, and math.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

The data analysis reveals that the implementation of Writer's Workshop (Gr.1-5), differentiated instruction, running records for fluency, strategies provided on PARCC assessment, and technology workshops have been fully implemented and shown improvement, as evidenced through the Mini-teacher Observations Summaries/Evaluations, Baseline/EOY (SGOs), Math Posttests, ELA/SS, and Math/Science results.

6. How does the school identify educationally at-risk students in a timely manner?

Teachers identify at-risk students in danger of retention and work with families to create individualized action plans to remedy the situation. Students are recommended by teaches to the I&RS to determine academic intervention strategies prior to testing by the

Child Study Team. At-risk students are selected and offered additional support (BSI, ESL, Reading Specialist) within the classroom setting, in morning/after-school tutoring programs, in Wilson Reading System/ Fundations pull-out sessions, and weekly cycles of enrichment programs based upon individual students' needs.

7. How does the school provide effective interventions to educationally at-risk students?

The school principal, supervisor/facilitator, basic skills teaches, reading specialist, and classroom teachers efficiently analyze state and formative/summative district assessments once received. Teacher Rating Scales, Interim Reports, Report Cards, Reading Placement and Benchmark Tests, Wilson Assessment of Decoding and Encoding (WADE), along with district generated math assessments and Baseline/EOY (SGOs) results help provide evidence to support remedial intervention. At-risk students are selected and offered additional support. Furthermore, teachers identify at-risk students in danger of retention and work with families to create individualized action plan to remedy the situation. Students are recommended by teachers to the I&RS to determine academic intervention strategies prior to testing by the Child Study Team.

8. How does the school address the needs of migrant students?

We do not have migrant students.

9. How does the school address the needs of migrant students?

We do not have migrant students.

10. How does the school address the needs of homeless students?

Homeless students are offered donations of backpacks and school supplies, transportation to and from school, and all the same services as the total population of students. The district also provides tuition to those students enrolled in out-of-district schools due to homelessness and travel concerns

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

11. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

All teachers have embedded in their schedule weekly common planning time and faculty meetings to discuss instructional strategies using best practices, shared ideas, various student work, differentiated lessons, Writer's Workshop (Gr.1-5), and plan collaborative projects that focus on academic areas of improvement, implementation of the DAILY 5 (Gr. K-2), as well as data used from IRLAs (Independent Reading Level Assessment.) Continuous and measurable assessments are obtained through placement from Baseline comprehension/fluency, Wilson Assessment of Decoding and Encoding (WADE), running records, district-created performance tasks that are aligned with the ELA/SS & Math/Science curriculum, PARCC assessments, Baseline, Mid-year and EOY measurements (SGOs), and school-wide portfolios in order to enable teachers to make appropriate instructional modifications based on student performance. Additionally, select teachers, and the assistant curriculum supervisors serve on the district Math, ELA, Science, and Social Studies Curriculum Alignment Committee in order to create math trimester tests and ELA/S.S. and Math/Science performance tasks assessments. Furthermore, select teachers continually revise curriculum assessments in Math, Science, ELA, and Social Studies with the district support to address the rigor within the CCS/NJCCCS standards.

12. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

The Transition team consists of three separate teams. The transition team in the district consists of a district team, a preschool team and a kindergarten team. The district team is comprised of the Early Childhood Supervisor, Curriculum Supervisor, Child Study Team Supervisor, ESL/Basic Skills Supervisor, Preschool Administration, Elementary School Principal, and the Child Parent Involvement Specialist (CPIS). The Kindergarten team is comprised of the Early Childhood Supervisor, Curriculum Supervisor, and one teacher from every Elementary School in the district, a master teacher, PIRT member and CPIS. The Preschool team is comprised of the EC Supervisor, Curriculum Supervisor, Provider Director and two teachers representing three and four year-old classrooms and special education teacher, master teacher and CPIS. Each team works collaboratively to provide on-going communication between the preschool and elementary school. Transitioning from elementary (Grade 5) to middle school level (Grade 6) is supported regularly by the Curriculum Supervisor and periodically by the Assistant Curriculum Supervisors that attend Curriculum Alignment meetings.
The preschool and kindergarten use Performance Based Assessments, which follow students from one grade level to the other. The elementary school use Writer's Workshop folders that follow students to the middle school.

Summer packets are prepared by the Kindergarten team and are distributed and provided to students. The elementary schools provide parents and preschool students with the opportunity to visit their school and the staff at their neighborhood elementary school. At this program families are provided with a brief review of the procedures for the first day of school and information regarding the school and expectations at the elementary school level, families also receive a tour of the elementary school.

Additionally, the elementary schools have preschool students visit in the Spring to engage in classroom activities and the middle school has students in grade 5 visit and shadow a 6th grader to become familiar with the environment. A family orientation is also provided.

13. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The school studies various forms of data to determine priority problems. The Data Team works in partnership with district administration, teachers to review 2014-2015 Baseline/Post Test/EOY, PARCC , Performance Matters Data. The members use testing information to compare and identify gaps in subgroups, trends and recurring patterns, cluster strengths/weaknesses, and overall passing/non-passing rate. There is continued dialogue about reasons that may contribute to weaknesses and improvement strategies are recommended. In conjunction with test data documentation, the principal and various supervisors conduct mini-teacher observations and evaluations of all the classrooms in the school and record teaching practices. Furthermore, SGOs are assessed for CCSS skills not being mastered on various levels by a high percentage of students. Also, the teachers review student work and record findings to further identify school needs. The results are presented and evaluated for areas of strengths and weaknesses by the Data Team and used to develop goals for the school. Along with the analysis of test and teaching practice needs, the educational staff credentials are reviewed to determine that all teachers within the school meet the requirements of *AchieveNJ*, along with the State of New Jersey definition of being a Highly Qualified Teacher (HQT) and are working toward obtaining the 100 hours of professional development over five years (20 hours each year).

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	English Language Arts (ELA)	English Language Arts (ELA), Staff Professional Development
Describe the priority problem using at least two data sources	After analysis of the 2014 NJ ASK ELA clusters in grades 3-5, it was determined overall that students' explanatory writing skills and reading comprehension, especially informational text, need to be addressed.	First through fifth grade teachers received some professional development in writing strategies. However, some teachers are still not adept with incorporating the process within their classrooms, along with completely fulfilling the expectations of the CCSS. Also, workshops need to be extended to special education and basic skills teachers, while continuing to offer additional support to emerging teachers that have had some professional development already. Reading comprehension still continues to be an issue for students based on 2014 NJ ASK ELA clusters in grades 3-5, but PD to acquire innovative strategies to address this issue was limited for teachers since the new PARCC assessment expectations were vague.
Describe the root causes of the problem	Since the adoption of the CCSS in ELA, the alignment has been redeveloped with pacing guides, however the teachers are still acquiring complete understanding of the expectations of the standards. The PARCC test also continues to apply additional rigor to the assessment based on the revamped standards. Furthermore, special education students have an IEP that demonstrates them learning at a modified level compared to their grade, but still they take the PARCC on their grade level with few of the modifications identified in their IEP.	In the 2014-15 school year, Writer's Workshop continued in the classroom, but there was limited funding and substitute coverage for professional development. Support was given on occasion by the reading specialist for this writing strategy, but due to scheduling conflicts, it was not on a regular basis. The IRLAs (Independent Reading Level Assessment) was also introduced and began in Grade 1, along with the leveling of libraries for Gr.1-5. Also, in 2014-15 school year, there seem to be a need to improve reading comprehension, especially

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

	Students' exposure to informational text has not been enough to support various writing (i.e. explanatory, opinion, and research) on the grades 3-5 levels. Reading comprehension strategies have been initiated throughout after school enrichment programs, tutoring sessions, the Wilson Reading System/Fundation, Study Island (online technology program), guided reading, basic skills, and the reading specialist support. However, the lack of a consistent Professor In Residence to help assist with measuring student's fluency level in earlier grades to determine their reading level, has hindered always placing the right book in the right student's hands based on their ability. Furthermore, more funding is needed to develop classroom libraries with informational literature.	informational text, but the original Professor In Residence (PIR) was replaced due to medical issues, leaving a gap before a replacement was found. The replacement PIR is expected to return in upcoming year to provide greater support in ELA.
Subgroups or populations addressed	All subgroups and populations	All subgroups and populations
Related content area missed (i.e., ELA, Mathematics)	English Language Arts (ELA)	English Language Arts (ELA)
Name of scientifically research based intervention to address priority problems	*Writing Strategies* – Writer's Workshop professional development, with the assistance of the Reading Specialist, will continue for grades 1-5, including special education, to support improved student explanatory writing. *Reading Comprehension Strategies* – The guidance of a Professor in Residence from William Paterson University will explore strategies to develop and enhance reading comprehension strategies, administration of benchmark assessments, identifying independent reading levels (IRLAs), developing open-ended questions (Reader's Response) to compliment the reading series, creating leveled classroom libraries with more informational literature, and providing PD experiences based on needs. Furthermore, instructional	Continue Professional Development in the Writer's Workshop for newly hired teachers, special education, and specialist with the assistance of the Reading Specialist and PD days. Also, have the replacement Professor in Residence from William Paterson University provide support to teachers in Gr. K-5 through in-class/grade level and district PD experiences based on various level needs. Additionally, utilize the PIR to assist with *The Daily 5* implementation process in the classroom (Gr. K-2), and determine at risk student's reading level based on *Fountas and Pinnell* for Gr.1-3. Furthermore, continue reviewing Stephanie Harvey's book, *Strategies that Work*, during common planning time, along Gail Boushey and Joan Moser book, *The*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

	strategy training, based on *The Daily 5* by Gail Boushey and Joan Moser for grades K-2 will evolve to support more independent reading time for students and one-on-one teaching practice with individual pupils. Also, in-district PD from accredited presenters will continue to be scheduled driven by grade level needs.	*Daily 5* & *The Daily Café*.
How does the intervention align with the Common Core State Standards?	All strategies and programs are aligned with the revised district ELA curriculum based on the CCSS. The curriculum is incorporated into Writer's Workshop's mini-lessons and writing activities, along with reading comprehension strategies implemented in the classrooms utilizing the reading series.	All strategies and programs are aligned with the revised district ELA curriculum based on the CCSS. The curriculum is incorporated into Writer's Workshop's mini-lessons and writing activities, along with reading comprehension strategies implemented in the classrooms utilizing the reading series.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Mathematics	
Describe the priority problem using at least two data sources	After analysis of the 2014 NJ ASK Math clusters in grades 3-5, it was determined overall that students' mathematical practices (i.e. problem solving , reasoning and proof) need to be addressed, which infuse various content clusters. Data from math trimester tests placed on the Performance Matters data base revealed that there were consistent challenges with short constructed responses and multiple step problems. Furthermore, evidence was supported through deficient standards presented through the data. In turn, instruction was driven for those deficiencies.	
Describe the root causes of the problem	Since the adoption of the CCSS in Math, bridging the gap between the previous grade standards has been a contributing factor and requires more time in order to close the gap. The PARCC test also continues to apply additional rigor to the assessment based on the revamped standards. Teachers are still unpacking select standards to the full extent of expectations of delivery. Furthermore, special education students have an IEP that demonstrates them learning at a modified level compared to their grade, but still they take the NJ ASK on their grade level with few of the modifications identified in their IEP. Since the adoption of the CCSS in ELA, the alignment has been redeveloped with pacing guides, however the	

	teachers are still acquiring complete understanding of the mathematical practices as they apply to the standards. The PARCC test also changed dramatically from of the NJ ASK, applying additional rigor to the assessment based on the infusion of the mathematical practices. Furthermore, special education students have an IEP that demonstrates them learning at a modified level compared to their grade, but still they take the PARCC on their grade level with few of the modifications identified in their IEP.	
Subgroups or populations addressed	All subgroups and populations	
Related content area missed (i.e., ELA, Mathematics)	Mathematics	
Name of scientifically research based intervention to address priority problems	Adoption of a new math series with an online component, *Go Math*, in Gr.1-5, data acquired by the Performance Matters data base was used as a foundation for growth in math will continue to be utilized by the teachers in order to drive instruction, along with various websites shared. Utilization of the State Model Curriculum http://www.state.nj.us/education/modelcurriculum/ in Math, which contains targeted student learning objectives (SLOs) that elucidate what students need to know. Following the district revised curriculum math alignment, which contains math practices, and pacing guide to help clarify the level of rigor expected from the standards and provide a great set of assessment tools. Review expectation for the PARCC by visiting www.parcconline.org, utilize www.illustrativemathematics.org (hosted by the Common Core Math authors and others) with	

	assessments and solutions and www.nctm.org (National Council of Teachers of Mathematics), which provides math resources and professional development opportunities. Also, scheduled in-district PD from Houghton Mifflin for new math series, along with continued PD from approved vendors driven by grade level needs.	
How does the intervention align with the Common Core State Standards?	All strategies and programs are aligned with the revised district Math curriculum based on the CCSS. The purpose of the math series, model curriculum, and other math sites are to assist districts and schools with clarification and implementation of the Common Core State Standards.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) <u>strengthen the core academic program in the school</u>;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Gr. 1-5 (including ELL, S.E., Homeless)	Writer's Workshop	All Spec. Ed., Basic Skills and select specialist, Gr. 1-5 teachers, principal, assistant curriculum supervisor, Reading Specialist, Fed. Programs Depart. Supervisors, District Curriculum Supervisor	District generated fluency and comprehension assessments, IRLAs, DRAs, ELA/SS performance tasks results, Report Cards/Interim Reports, Baseline/EOY & PARCC assessments, Progress from pre to post assessments demonstrated on online academic program-Study Island, implementation of Daily 5 (Gr. 1-2), and Student Growth Objective (SGOs) results	The National Assessment of Educational Progress (NAEP) has indicated that 75% of our nation's children are writing on an average level. Of this percentage, students received higher scores on writing assessments that spent time in the Writer's Workshop. Research indicates that Writer's Workshop provides an excellent way to support and teach young children how to become good writers. http://www.ncte.org/search?q=Writer's+Workshop Books: *Writing Workshop: The Essential Guide* by Ralph Fletcher & Joann Portalupi *Craft Lessons* by Ralph Fletcher & Joann Portalupi *Daily 5, The (Second Edition): Fostering Literacy in the Elementary Grades by Gail Boushey and Joan Moser*
ELA	Gr. K-5 (including ELL, S.E., Homeless)	Professor in Residence (PIR)	All Spec. Ed., Basic Skills and select specialist, Gr. K-5 teachers, principal,	District generated fluency and comprehension assessments, IRLAs, DRAs, ELA/SS performance tasks results, Report Cards/Interim Reports, Baseline/EOY & PARCC	According to William Paterson University, having a Professional Development School (PDS) creates a partnership between the school and the University. A Professor-In-Residence (PIR) is on-site once a week providing in class support whether by modeling lessons, co-teaching or leading lunch and learns. These relationships

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
			assistant curriculum supervisor, Reading Specialist, Fed. Programs Depart. Supervisors, PIR, District Curriculum Supervisor	assessments, Progress from pre to post assessments demonstrated on online academic program-Study Island, implementation of Daily 5 (Gr. 1-2), and Student Growth Objective (SGOs) results	promote a professional learning community, collaborative learning and insightful teaching practices to continuously improve student achievement. **A Professional Development School:** • Assists schools in meeting school professional development goals • Supports innovative, dynamic teaching practices and promotes school leaders Encourages thoughtful inquiry about teaching and learning which fosters a reflective teaching process that promotes student achievement.
Reading	At-Risk Gr. K-5 Students (including ELL, S.E.,Homeless) *New to Gr. K	Wilson Reading System (Fundations)	Select trained teachers, Reading Specialist, Fed. Programs Depart. Supervisors, Child Study Team Supervisor, District Administrators, District Curriculum	WIAT assessment, Report Cards/Interim Reports,PARCC assessments, Scott Foresman Unit fluency and comprehension assessments, IRLAs, DRAs, ELA/SS performance tasks results, Report Cards/Interim Reports, Baseline/EOY & PARCC assessments, Progress from pre to post assessments demonstrated on online academic program-Study Island,	Evidence shows when direct, systematic code-based instruction is skillfully implemented by a knowledgeable teacher, it is the most effective approach from problem readers (Moats & Lyon, 1996). http://www.wilsonlanguage.com/w_about.htm

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
			Supervisor	implementation of Daily 5, and Student Growth Objective (SGOs) results	
ELA	Gr. 1-3 (including ELL, S.E.,Homeless)	Comprehension Strategies in ELA	Gr. 1-3 teachers, Reading Specialist, Facilitators, Fed. Programs Depart. Supervisors, Child Study Team Supervisor, District Administrators, District Curriculum Supervisor	District generated Fluency and comprehension assessment and PARCC results, Progress from pre to post assessment demonstrated on online academic program: *Study Island*, and SGO results. Analysis of Performance Matters data base results.	Reading Comprehension Strategies based on Debbie Miller's research (as synthesized by Pearson, etal, 1992). Furthermore, Scott Foresman Reading Series: A comprehension study found that Scott Foresman reading programs engaged students in higher levels of thinking than mere memorization (Risner & Nicholson, 1996).
All Content Areas	K-5 Students (including ELL, S.E.,Homeless)	Project-based Learning	Principal, Supervisors, Teachers	Projects, Rubric Scores, Teacher mini-observation/evaluation results	Learning takes place through the context of tasks, problems, and projects that are purposeful and meaningful and essential to the curriculum. Newmann (2000) called for an increased focus in schools with authentic-intellectual work that requires high level cognitive performance that is in-depth, and rigorous, rather than superficially. "When students are exposed to authentic intellectual challenges, they become more engaged in there learning." (Avery, 1999; Kane et al., 1995; Marks, 2000; Newmann and

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
					Associates, 1996).
ELA	Gr. 1-3	Scott Foresman Reading Street Common Core 2013 Series	Gr. 1-3 teachers, ESL teacher, Principal, Assistant Curriculum Supervisor, Reading Specialist, District P-3 Supervisor, Early Childhood Coaches, District Curriculum Supervisor	IRLAs , baseline fluency and comprehension assessment, PARCC (gr.3) and end of the year assessments, SGO results, Report Cards/ Interim Reports, teachers and Reading Specialist feedback	Reading Street is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools. The IRLA assessments takes the guesswork out of differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students. In addition, the reading assessments prioritizes skill instruction at each grade level, so teachers can be assured they will focus on the right reading skill, at the right time, and for every student (Pearson Education, 2010).
ELA	At-Risk Gr. K	Scott Foresman Reading Street Series- Kindergarten	Kindergarten teachers, ESL teacher, Principal, Assistant Curriculum Supervisor, Reading Specialist, District P-3 Supervisor, Early Childhood	District generated ELA assessments, SGO results, Report Cards/ Interim Reports, teachers and Reading Specialist feedback	Reading Street is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools. The reading program takes the guesswork out of differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students. In addition, Reading Street prioritizes skill instruction at each grade level, so teachers can be assured they will focus on the right reading skill, at the right time, and for every student (Pearson Education, 2010).

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
			Coaches, District Curriculum Supervisor		
All Content Areas	Gr. K	Assessment of Practices in Early Elementary Classrooms (APEEC)	Kindergarten teachers, Principal, P-3 Supervisor, Early Childhood Coaches, District Curriculum Supervisor, District Administrators	APEEC Scoring data, Report Cards/ Interim Reports, SGO results, Kindergarten Transitional Team, teachers and Reading Specialist feedback, unit benchmark tests and end of the year benchmark test	Researchers recommend assessing children based on observations of the processes children use rather than on simple, concrete, disconnected indicators or milestones (Cicchetti & Wagner 1990; McCune et al. 1990; Hauser-Crane & Shonkoff 1995). Research has also shown that when teachers use a comprehensive curriculum and assessment system effectively, children are well prepared for school and do well academically and socially (Campbell et al. 2002; HHS2003).
All Content Areas	Gr. K-5 (Including ELL, Special ED, Homeless)	Differentiated Instructions	All teachers, Reading Specialist, Teacher Leaders, Principal, Supervisors, District Curriculum Supervisor, District Administrators	Report Cards/Interim Reports, Regular classroom assessments, Baseline/EOY and PARCC results, Teacher mini-observation/ evaluation results, teacher feedback, SGO results, Progress from pre to post assessment demonstrated on online academic program: *Study Island*	Effective teachers have been differentiating instruction for as long as teaching has been a profession. It has to do with being sensitive to the needs of your students and finding ways to help students make the necessary connections for learning to occur in the best possible way. In this day and age, we have extensive research available to us to assist us in creating instructional environments that will maximize the learning opportunities that will assist students in developing the knowledge and skills necessary for achieving positive learning outcomes (Carol Ann Tomlinson, Associate Professor of Educational Leadership,

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
					Foundations, and Policy; The Curry School of Education, University of Virginia).
ELA	Gr. K-5 (including ELL, Special Education, Homeless)	Guiding Reading	All teachers, Reading Specialist Principal, Facilitator, District Curriculum Supervisor, District Administrators	Reading assessments, Report Cards/Interim Reports, Regular classroom assessments, Baseline/EOY and PARCC results, teacher/Reading Specialist/PIR feedback, Teacher mini-observation/ evaluation results, SGO results, Progress from pre to post assessment demonstrated on online academic program: *Study Island*	Guided Reading is a researched based strategy that support balance literacy instruction in the classroom. It has become one of the most contemporary reading instructional practices in the United States (Fawson & Reutzel, 2000) and accepted as a particular appropriate strategy for children who are moving towards fluency in the early years of literacy development (Mooney). Nevertheless, through the use of ** iExplore Mondo Publishing grades K-5 teachers can utilized these integrated topics as part of guided reading. In order to better utilize the intervention teachers can also incorporate the DAILY 5 Strategy (CAFÉ) (Comprehension, Accuracy, Fluency, and Expanding Vocabulary) in order to create independent reading learners.
ELA	Gr. K-5 ESL	English as a Second Language (ESL) program	ESL Teacher, Fed. Programs Depart. Supervisors, Prinicipal	ACCESS, PARCC & Baseline/EOY results, Report Cards/ Interim Reports, SGO results, Regular classroom assessments, teacher feedback, Progress from pre to post assessment demonstrated on online academic program: *Study Island*	An ESL program can help improve an individual's linguistic skills, thereby making them adept in comprehending complexities arising as a result of the language's grammar as well as meaning. Research suggests that instructional methods for teaching reading to ESL children should focus on meaning construction (Au, 1993; O'Donnell & Wood, 1992), language development (Heath & Mangiola, 1991; Ovando, 1993; Tharp, 1989), and higher-order thinking skills, including metacognition and prior knowledge (Chamot, 1993; Crawford, 1993; Cummins, 1986; Pogrow, 1992). Both Delpit (1988) and Gay (1988) advocate

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
					a 'balanced' curriculum for minority students that provides explicit and flexible instruction in English within a meaningful context." (pp. 13-15). Also, included in ESL programs' advantages are improved social interaction skills and ability to work in a creative environment. http://www.wida.us/standards/elp.aspx
Math	Gr.K-5 (including ELL, S.E., Homeless)	*Go Math Program by Houghton Mifflin Publishing	All Spec. Ed., Basic Skills and select specialist, Gr. K-5 teachers, principal, Assistant Curriculum Supervisor, Fed. Programs Depart. Supervisors, District Curriculum Supervisor	Go Math online/ assessment results, Math/Science performance task results, Report Cards/Interim Reports, SGO results, Math Post Tests (K-5)& PARCC results, Progress from pre to post assessments demonstrated on online academic program-Study Island , Performance Matters	From Research to Practice The Houghton Mifflin Harcourt GO Math! Student Editions were designed to provide students with numerous opportunities to write about and reflect on the processes they used to solve problems and make sense of new mathematical concepts. Throughout the Student Editions, students are asked to write in response to prompts that ask them to engage in the following types of thinking and reflection: Engage in powerful thinking. Before writing in the graphic organizers, students have to engage in powerful information processing and higher order thinking Students are asked to recognize important information, make decisions about what to do, consolidate information, show what they know, and solve problems. Reflect on problems visually. Throughout, students are asked to use pictorial representations to solve problems. Solving problems this way gives students a chance to show what they know and can do in a non-linguistic way which is an effective way to meet the needs of diverse learners. 15 Show relationships among information. Students are asked to show what they know by drawing pictures or providing written

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
					explanations of how to set up problems before actually solving them. Using graphic organizers in this way helps students slow down their thinking in order to plan and sort out the information they have. Extend understanding of important concepts. Using graphic organizers allows students to record information so that they do not need to repeat steps or go back over information. All of the information they need is in the graphic organizer so they can build on what they already know. Because the Student Editions are write-in, the graphic organizers are ready-to-use for each lesson. Research by Braselton & Decker (1994) showed that "After engaging in independent practice with the graphic organizer, students showed marked improvement in problem solving. This strategy was effective with students of all ability levels" (Braselton & Decker, 1994, p. 278).
Math	Gr.K-5 (including ELL, S.E., Homeless)	Math Practice through manipulatives	All Spec. Ed., Basic Skills and select specialist, Gr. K-5 teachers, principal, Assistant Curriculum Supervisor, Fed. Programs	Math/Science performance task results, Report Cards/Interim Reports, SGO results, Math Post Tests (K-5)& PARCC results, Progress from pre to post assessments demonstrated on online academic program-Study Island , Performance Matters	Math Practices are to support 21st Century learners in preparation for College and Career readiness. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It*

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
			Depart. Supervisors, District Curriculum Supervisor		*Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy). http://www.corestandards.org/Math/Practice/ & http://www.nctm.org

Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
All Content Areas	Gr. K-5 (including ELL, Special Ed. ,Homeless)	After School Tutoring	Teachers, Reading Specialist, Principal, Facilitator	Tutoring logs, Report Cards/Interim Reports, and Baseline/EOY and NJASK/PARCC results, Regular classroom assessments, ELA benchmark assessments, Math Post Test Results, Performance Tasks, SGO results, teacher/Reading Specialist feedback, teacher	Tutoring programs are a great way to increase the success of students (nationalserviceresources.org, 2002). Furthermore, research has shown that the use of small-group instruction may affect student self-concept, which results in higher performance.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
				mini-observations and evaluations	
ELA/ Math	At- Risk Gr. 3-5 (including ELL, S.E.,Homeless	PARCC After-School ELA/Math Enrichment Program	Select Gr. 3-5 Teachers, Reading Specialist (ELA), Principal, Supervisors	Tutoring logs, Baseline/EOY and NJASK/PARCC results, Report Cards/Interim Reports, Regular classroom assessments, teacher/Reading Specialist (ELA) feedback, teacher mini-observations and evaluations	Tutoring enrichment programs are a great way to increase the success of students (nationalserviceresources.org, 2002). Furthermore, research has shown that the use of small-group instruction may affect student self-concept, which results in higher performance.
ELA	Gr. K-2 (including ELL, S.E.,Homeless)	Family Literacy (a Rutgers University based program	Selected trained teachers, Reading Specialist, Fed. Programs Depart. Supervisors, Principal	Parent or guardian surveys/feedback, Report Cards/interim Reports and Baseline/EOY and NJ ASK/PARCC results, Federal Programs Dept. feedback	Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools.
ELA	Gr. K-5 (including ELL, S.E.,Homeless)	*Literacy Based Programs (i.e. Multi Media Programs, RAZ Kids)	Selected trained teachers, Reading Specialist, Fed. Programs Depart. Supervisors,	Parent or guardian surveys/feedback, Report Cards/interim Reports and Baseline/EOY and PARCC results, Federal Programs Dept.	Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools. Furthermore, this notion

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
			Principal		supports that involving families and students within the realm of technology offers a sense of comfort and includes school and community involvement. The use this intervention offers parents and students the opportunity to learn specific technology programs and utilize them both in the home and at school.
Math	Gr. K-5 (including ELL, S.E.,Homeless)	*Math Based Programs (i.e. Multi Media Programs, TenMarks)	Selected trained teachers, Fed. Programs Depart. Supervisors, Principal	Parent or guardian surveys/feedback, Report Cards/interim Reports and Baseline/EOY and PARCC results, Federal Programs Dept.	Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools. Furthermore, this notion supports that involving families and students within the realm of technology offers a sense of comfort and includes school and community involvement. The use this intervention offers parents and students the opportunity to learn specific technology programs and utilize them both in the home and at school.
ELA	Gr. K-5 ESL	Title III Immigrate	ESL Teacher, Fed. Programs Depart. Supervisors,	ACCESS, NJ ASK/PARCC & EOY/Baseline results, Report Cards/ Interim Reports, SGO results, Regular classroom assessments, teacher feedback,	An after school and summer ESL program can help improve an individual's linguistic skills, thereby making them adept in comprehending complexities arising as a result of the

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
			Principal	ELA/SS Performance Tasks, Progress from pre to post assessment demonstrated on online academic program: *Study Island* teacher, teacher mini-observations and evaluations, Federal Programs Dept. feedback	language's grammar as well as meaning. Research suggests that instructional methods for teaching reading to ESL children should focus on meaning construction (Au, 1993; O'Donnell & Wood, 1992), language development (Heath & Mangiola, 1991; Ovando, 1993; Tharp, 1989), and higher-order thinking skills, including metacognition and prior knowledge (Chamot, 1993; Crawford, 1993; Cummins, 1986; Pogrow, 1992). Both Delpit (1988) and Gay (1988) advocate a 'balanced' curriculum for minority students that provides explicit and flexible instruction in English within a meaningful context." (pp. 13-15). Also, included in ESL programs' advantages are improved social interaction skills and ability to work in a creative environment. http://www.wida.us/standards/elp.aspx
ELA, Math, Science, S.S	Special Ed. Students	Summer Extended Year program	Child Study Team Supervisors & Select S.E. Teachers	2014 Fall Report Card/Interim Report, teacher and Child Study Team feedback, EOY/Baseline & NJ ASK/PARCC results, SGO results	The extended year program encompasses a range of options in providing programs in excess of the traditional 180-day school year. The issues of regression and recoupment have been pivotal in the litigation that has advanced the concept of extended school year (Armstrong v. Kline, 1979; Battle v. Commonwealth 1980).

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
					Regression has been described as the lack of maintenance or loss of skills over the summer recess. Recoupment is getting back that which was lost.

***Use an asterisk to denote new programs**.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Special Ed., Basic Skills, novice teachers & select specialist Gr. 1-5 teachers, ELL teachers	Writer's Workshop	All Gr. 1-5 teachers, S.E. teachers, Basic Skills, Principal, Assistant Curriculum Supervisor, Reading Specialist, Fed. Programs Depart. Supervisors, District Curriculum Supervisor, S.E.	Unit benchmark assessments, ELA/SS performance tasks results, Report Cards/Interim Reports, Baseline/EOY & NJ ASK/PARCC assessments, Progress from pre to post assessments demonstrated on online academic program-Study Island. and Student Growth Objective (SGOs) results	The National Assessment of Educational Progress (NAEP) has indicated that 75% of our nation's children are writing on an average level. Of this percentage, students received higher scores on writing assessments that spent time in the Writer's Workshop. Research indicates that Writer's Workshop provides an excellent way to support and teach young children how to become good writers. http://www.ncte.org/about\positions/category/write/118876.htm Books: *Writing Workshop: The Essential Guide* by Ralph Fletcher & Joann Portalupi *Craft Lessons* by Ralph Fletcher & Joann Portalupi

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Curriculum Asst.		
ELA	Gr. K-5 (including ELL, S.E., Homeless)	Professor in Residence	All Spec. Ed., Basic Skills and select specialist, Gr. K-5 teachers, principal, Assistant Curriculum Supervisor, Reading Specialist, Fed. Programs Depart. Supervisors, PIR, District Curriculum Supervisor	Unit benchmark assessments, ELA/SS performance task results, Report Cards/Interim Reports, Baseline/EOY & results, Mondo benchmark assessment and reading level progress (Fountas and Pinnell) results, Progress from pre to post assessments demonstrated on online academic program-Study Island and SGO results	According to William Paterson University, having a Professional Development School (PDS) creates a partnership between the school and the University. A Professor-In-Residence (PIR) is on-site once a week providing in class support whether by modeling lessons, co-teaching or leading lunch and learns. These relationships promote a professional learning community, collaborative learning and insightful teaching practices to continuously improve student achievement. **A Professional Development School:** • Assists schools in meeting school professional development goals • Supports innovative, dynamic teaching practices and promotes school leaders • Encourages thoughtful inquiry about teaching and learning which fosters a reflective teaching process that promotes student achievement.
All Content Areas	Gr. K-5 (including ELL, S.E.,Homeless)	Differentiated Instructions	All teachers, Reading Specialist, Teacher Leaders, Principal, Assistant Curriculum Supervisor,	Report Cards/Interim Reports, Regular classroom assessments, Baseline/EOY and NJASK/PARCC results, Teacher mini-observation/ evaluation results, teacher feedback, SGO	Effective teachers have been differentiating instruction for as long as teaching has been a profession. It has to do with being sensitive to the needs of your students and finding ways to help students make the necessary connections for learning to occur in the best possible way. In this day and age, we have extensive research available to us to assist us in creating instructional environments that will maximize the learning opportunities that will assist students in developing the knowledge and skills necessary for achieving positive learning outcomes (Carol Ann Tomlinson,

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (i.e., IES Practice Guide or What Works Clearinghouse)
			District Curriculum Supervisor, District Administrators	results, Progress from pre to post assessment demonstrated on online academic program: *Study Island*	Associate Professor of Educational Leadership, Foundations, and Policy; The Curry School of Education, University of Virginia).
All Content Areas	Gr. K Teachers & Aides	Assessment of Practices in Early Elementary Classrooms (APEEC)	Kindergarten teachers, Kindergarten Transition Team, Principal, P-3 Supervisor, Early Childhood Coaches, District Curriculum Supervisor, District Administrators	Report Cards/ Interim Reports, teachers and Reading Specialist feedback, baseline & unit benchmark tests and end of the year assessment, SGO results	Researchers recommend assessing children based on observations of the processes children use rather than on simple, concrete, disconnected indicators or milestones (Cicchetti & Wagner 1990; McCune et al. 1990; Hauser-Crane & Shonkoff 1995). Research has also shown that when teachers use a comprehensive curriculum and assessment system effectively, children are well prepared for school and do well academically and socially (Campbell et al. 2002; HHS2003).
Reading	*Gr. K	Wilson Reading System (Fundations)	Select trained teachers, Reading Specialist, Fed. Programs Depart. Supervisors, Child Study	WIAT assessment, Report Cards/Interim Reports, Scott Foresman Baseline, Fluency, Comprehension and EOY assessments, Progress from pre to post assessment	Evidence shows when direct, systematic code-based instruction is skillfully implemented by a knowledgeable teacher; it is the most effective approach from problem readers (Moats & Lyon, 1996). http://www.wilsonlanguage.com/w_about.htm

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (i.e., IES Practice Guide or What Works Clearinghouse)
			Team Supervisor, District Administrators, District Curriculum Supervisor	demonstrated on online academic program: *Study Island*	
Reading	Gr. K-5	Wilson Reading System (Fundations)	Reading Specialist, Select Special Ed Teachers, Fed. Programs Depart. Supervisors, Child Study Team Supervisor, District Administrators, District Curriculum Supervisor	WIAT assessment, Report Cards/Interim Reports, Scott Foresman Baseline, Fluency, Comprehension and EOY assessments, Progress from pre to post assessment demonstrated on online academic program: *Study Island*	Evidence shows when direct, systematic code-based instruction is skillfully implemented by a knowledgeable teacher; it is the most effective approach from problem readers (Moats & Lyon, 1996). http://www.wilsonlanguage.com/w_about.htm
ELA	Grade 3-5 Teachers, including S.E.	PARCC Prep	Teachers, Computer Teachers, Principal, Curriculum Supervisors	PARCC results, Report Cards/Interim Reports, Regular classroom assessments, Baseline/EOY results, Teacher mini-observation/	The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers. These high quality, computer-based K–12 assessments in English Language Arts/Literacy give teachers, schools, students, and parents better information whether students are on track in their learning and

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (i.e., IES Practice Guide or What Works Clearinghouse)
				evaluation results, teacher feedback, SGO results	for success after high school, and tools to help teachers customize learning to meet student needs. PARCC is based on the core belief that assessment should work as a tool for enhancing teaching and learning. Because the assessments are aligned with the new, more rigorous Common Core State Standards (CCSS), they ensure that every child is on a path to college and career readiness by measuring what students should know at each grade level. They will also provide parents and teachers with timely information to identify students who may be falling behind and need extra help.
All Content Areas	Gr. K-5-All Teachers & Specialist	Technology (i.e. iPad, Real Time, Chrome Books, Performance Matters (*ELA/Math), SMARTBoard, Study Island)	Teachers, Computer Teacher, Principal, Facilitator, Technology Supervisors	Progress from pre to post assessment demonstrated on online academic program: *Study Island* & Performance Matters data management site, documentation in teacher lesson plans, Mini-teacher Observations/ Evaluation Summaries, Report Cards/Interim Reports, teacher feedback and EOY & NJ ASK/PARCC results	In examining large-scale state and national studies, as well as some innovative smaller studies on newer educational technologies, Schacter (1999) found that students with access to any of a number of technologies (such as computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies, or design and programming technologies) show positive gains in achievement on researcher constructed tests, standardized tests, and national tests.
Math	Gr. K-5 All	*Go Math	Teachers Gr. K-	District developed	The Houghton Mifflin Harcourt GO Math! Student Editions are

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (i.e., IES Practice Guide or What Works Clearinghouse)
	Teachers	Series	5, Curriculum Supervisors, Principal	assessments, Baseline, Mid-Year, EOY Assessments, SGO results, Progress from Pre and Post assessments, mini-observation/evaluation results, data analysis through Performance Matters Data Base	designed to provide students with numerous opportunities to write about and reflect on the processes they used to solve problems and make sense of new mathematical concepts. Throughout the implementation students are asked to write in response to prompts that ask them to engage an explain approach to solving problems. Students are asked to describe the steps they went through in order to arrive at solutions to problems. Doing so helps students identify and become more aware of their own processes, which will help them transfer those processes to more complex problems they will encounter later on. Students Reflect on information use. In order to help students think about the types of information with which they are provided to solve different kinds of math problems, students are asked to consider how they used certain pieces of information to help them arrive at solutions. Writing about and reflecting on information use can help students identify and clear up confusion and make better use of information in the future. Draw pictures and diagrams to support problem-solving. Students are asked to represent their ideas and problem-solving processes by drawing pictures or representing their thoughts on paper in other non-verbal ways. Doing so helps students see what they are thinking and makes abstract ideas more concrete.
ELA/Math	Gr. K-5 (including ELL, S.E.,Homeless)	School Data Team	Principal, Curriculum Supervisors, Federal Programs Dept., Design	NJ ASK/PARCC trends identified over 3 years demonstrated through visual graphics, Targeted areas identified in need of improvement and	According to the Massachusetts DOE, Members of the District Data Team work with district staff and school-level data teams to: • Craft questions about accountability, equity, and continuous improvement • Coordinate the collection, analysis, and dissemination of data displays that are necessary to address these essential

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Team/Data Team	summary of probable cause of deficiencies, discussion during Common Planning Time/Grade Levels, along with next steps documented on agenda	questions • Build action plans • Monitor progress of improvement initiatives These activities can help build the capacity of a District Data Team to engage in inquiry and use data to inform district-level decisions. Over time, the Team can engage the entire staff in using multiple data sources to continuously improve teaching and learning throughout the district.

***Use an asterisk to denote new programs**.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation*). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

   All stakeholders are responsible for evaluating the program (i.e. principal, curriculum supervisors, teachers, specialist, etc.). The Data Team will periodically evaluate progress of the plan based on data/information obtained during Common Planning Time (PLCs) and will further share during faculty meetings. The principal and supervisors will further gather information through teacher

mini-observations/evaluations. The review will be conducted internally and communicated externally through district leadership team meetings.

2. What barriers or challenges does the school anticipate during the implementation process?

   Barriers for implementing some of the programs may be time, limited funds for outside support, substitute coverage for out of classroom professional development experiences, the loss of the school facilitator.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   The school will obtain necessary buy-in from all stakeholders because each of the initiatives instituted was based on district leadership team feedback, Data Team input, teachers/parent feedback, surveys, and student progress (i.e. NJ ASK/PARRC results, Baseline assessments, SGOs), and data results inputted through Performance Matters Data Base. During common planning times (PLCs), faculty meetings, principal/curriculum supervisor meetings, these initiatives where discussed to address any questions and concerns with their implementation. Furthermore, each program was reviewed regularly throughout the year to help support teachers in need of additional PD in select areas.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   Tools used to measure the staff's perception will be surveys, mini-teacher observations, post-conferences and evaluations, Common Planning, (PLCs), Data Team, DEAC, and ScIP feedback. Each initiative being implemented during the next school year has been identified based on staff input. Teachers unsure or unclear of various programs taking place will be addressed during Common Planning, (PLCs) meetings for clarification and understanding on how each program will work and the aspect of what they will implement.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   Tools used to measure the community's perception will be surveys, Home and School meetings and parent feedback. In previous years, the community has been supportive of various initiatives, as evidenced during discussions at Home and School meetings, and parent/teacher conferences, and Back to School Night.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

6. How will the school structure interventions?

Each intervention will be structured in various ways. Writer's Workshop will occur from September 2015-June 2016, with classroom support from the Reading Specialist. Reviewing of ELA and Math PARCC and Baseline data will occur in September (SGO development) during common planning meetings, reviewed periodically (Mid-year) for student progress, and assessed at the EOY to determine if student growth objectives were obtained. Examining students' writing will begin in the Fall during Data Team meetings and also in the Spring to determine grade level growth. The Wilson Reading System program, along with Fundations, will evolve in the Fall by select teachers and the Reading Specialist reviewing student baseline data in order to create a schedule with small group instruction at least three times a week for struggling readers. Introduction to the revises of Social Studies curriculum alignment and pacing guides in all core subject areas will be rolled out in the Fall/Winter to the staff during a faculty meet and further discussed in detail throughout the year during scheduled common planning time. The Professor In Residence (PIR) will assist with measuring student fluency in Gr. 3 in September/October, followed by Gr.2 and then Gr.1, and will then meet with select teachers during Common Planning Time (PLCs) to discuss interventions for struggling readers and provide PD during school/district in-service days. Furthermore, strategies such as the Daily 5 (CAFÉ) for Gr. K-2 will be implemented as well IRLA assessments Gr. 1-5 in the early Fall. The Family Literacy program will be offered once a week, over an eight week period to parents/students in the Winter/Spring as well as ELA/Math Multi Media Enrichment Program to enhance interdisciplinary technology in connection with the home and school environment.

7. How frequently will students receive instructional interventions?

Frequency of instructional interventions will be based on individual programs. The Writer's Workshop process will occur a minimum of two times per week, approximately 60 minutes each day, throughout the school year with the students in grades 1-5. Each reading unit will encompass guided reading and will measure reading fluency/comprehension that will be monitored through benchmark assessments given bi-monthly. IRLAs will take place daily with each individual students and last approximately 20 minutes per student. The assessment data from the IRLAs will then be used in order to drive instruction throughout the remainder of the school year. Furthermore, InfoPairs is designed for explicit, small group guided reading in Grades 1-5. Using short, paired, leveled text cards, students analyze and synthesize information from two related sources to arrive at a deeper level of comprehension. This intervention will begin early Fall of the school year. The Wilson Reading System/Fundations program intervention will be at least three times a week, approximately 90 minutes each day, in small groups for struggling readers. Tutorials will occur weekly throughout the school year for 30 minutes and the PARCC After School Extended Day program will take place once a week for an hour in ELA and Math over two 7 week cycles. The PIR will bi-annually assist with assessing student fluency progress (Gr. 1-3) and annually assess reading levels for grades K-1. The Family Literacy and ELA/Math Multi Media program will be offered once a week for two hours, over a seven week period, to parents/students in the Winter/Spring.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

8. What resources/technologies will the school use to support the schoolwide program?

- SMARTBoards
- Laptop/Chrome Book Computer Carts
- iPads
- Classroom computers
- Computer Lab/Sub Lab
- Document Camera
- Study Island, Discovery Ed., Gizmos (on-line programs)
- Reading Series online supported programs
- Model Curriculum online assessment
- PARCC online assessment generator
- Online resources

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

The data that will be used to measure the effectiveness of each intervention will vary. District created assessments, ELA/SS performance tasks results, Report Cards/Interim Reports, Baseline/EOY & ACCESS/PARCC assessments results**,** Mondo benchmark assessment and reading level progress (Fountas and Pinnell) results, WIAT assessment results, APEEC scoring data, teacher mini-observation/evaluation results, SGO results, Scott Foresman Baseline along with IRLA assessments/EOY assessment results, progress from pre to post assessments demonstrated on online academic program-Study Island and Performance Matters are the various data that will be collected and analyzed for the effectiveness of each intervention provided.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

The school will disseminate the results of the schoolwide program evaluation to all stakeholders (i.e. principal, assistant curriculum supervisors, supervisors, teachers, specialist, etc.) through Data Team, Common Planning Time (PLCs). The principal and supervisors will further meet to discuss information gathered on teacher mini-observations/evaluations. Results will be communicated externally through district leadership team/ principal meetings.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Reading	K-2 Parents/Guardian and Students (*including ELL, S.E.,Homeless*)	Family Literacy (a Rutgers University based program)	Selected trained teachers, Reading Specialist, Fed. Programs Depart. Supervisors, Principal	Parent/Guardian surveys/feedback, Report Cards/interim Reports and Baseline/EOY and NJ ASK/PARCC results	Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools.
All Subjects	K-5 Parents/Guardian and Students (*including ELL, S.E.,Homeless*)	Parent Conferences	Teachers, Parents, Principal	Attendance sheets, parent/teacher feedback, Report Cards/Interim Reports	Teacher-parent conferences provide an opportunity to increase communication between school and home, keep parents informed about their child's progress, and develop a plan for the student's future. http://www.teachervision.fen.com/teacher-parent-conferences/
ELA & Math	K-5 Basic Skills Students & Parents/Guardian	BSI/ESL Meetings	BSI and ESL Teachers, Fed. Programs Depart. Supervisors	Attendance sheets, parent/guardian/teacher feedback, Report Cards/Interim Reports	Teacher-parent conferences provide an opportunity to increase communication between school and home, keep parents informed about their child's progress, and develop a plan for the student's future. http://www.teachervision.fen.com/teacher-parent-conferences/

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
School Curriculum & Environment	K-5 Parents/Guardian and Students (*including ELL, S.E.,Homeless*)	Home & School Meetings & Book Fair	Principal, Executive H & S Council, Reading Specialist (Book Fair)	Attendance sheet, parent/guardian feedback, Book Fair purchases	Most parents today do not have working parent teacher relationships set up, and it is for such parents that H & S meetings provide a convenient means of staying up-to-date on how their children are progressing at school. These meetings are also an excellent forum for parents and teachers to discuss their concerns (Parent Teacher Association). A Book Fair connects kids with books they want to read, helps build school, classroom and home libraries, and generates community involvement (Scholastic Books).
Communication of all areas related to school matters	All parents/guardian (*including Gen. Ed., Disabled, ELL & Homeless)*	Communication (Letters, Memos, Reverse 911 Messaging System, District & School Websites)	Principal, Teachers, Parents	Documentation of effectiveness is evidenced by participation rate of parents/guardian.	Messaging in these forms provide an opportunity to increase communication faster between school and home, keep parents informed about their child's progress, and develop a plan for the student's future.
Math	All parents/guardian (*including Gen. Ed., Disabled, ELL & Homeless)*	*Math Based Programs (i.e. Multi Media Programs, TenMarks)	Selected trained teachers, Fed. Programs Depart. Supervisors, Principal	Attendance sheet, parent/guardian feedback	Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools. Furthermore, this notion supports that involving families and students within the realm of technology offers a sense of comfort and includes

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					school and community involvement. The use this intervention offers parents and students the opportunity to learn specific technology programs and utilize them both in the home and at school.
ELA	All parents/guardian (*including Gen. Ed., Disabled, ELL & Homeless)*	*ELA Based Programs (i.e. Multi Media Programs, RAZ Kids)	Selected trained teachers, Reading Spec. , Fed. Programs Depart. Supervisors, Principal	Attendance sheet, parent/guardian feedback	Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools. Furthermore, this notion supports that involving families and students within the realm of technology offers a sense of comfort and includes school and community involvement. The use this intervention offers parents and students the opportunity to learn specific technology programs and utilize them both in the home and at school.

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Parent involvement in the areas identified will help address the priority problems by allowing parents to gain knowledge about:

- What their children are learning in order to support those skills at home.
- Hand-on teaching methods to assist their children with their homework.
- English Language for ELL parents to assist their children with their homework.
- Their child's progress (i.e. strengths and areas in need of development).
- Their child's current grade average and grades on individual assessment through the Realtime Parent Portal
- Learning with Technology Connection.
- School related matters that impact their children.
- Activities their children participate in for BSI and ESL to support the academic/social progress.
- School needs and become involved in the decision-making process to benefit their child and the school community.

2. How will the school engage parents in the development of the written parent involvement policy?

The Garfield School District has written Parent involvement Policy developed in each school and District Leadership in collaboration with parents of participating Title I students and is evaluated annually. The Board of Education annually approves the policy.

3. How will the school distribute its written parent involvement policy?

The policy is distributed to parents in an understandable and uniform format and in a language the parents can understand. It is made available to the local community via the Parent Portal at http://www.gboe.org/parent_portal.htm. The Policy along with the School-Parent Compact and Right to Know are distributed at the beginning of each school year.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

4. How will the school engage parents in the development of the school-parent compact?

The compact is mailed home to parents

5. How will the school ensure that parents receive and review the school-parent compact?

The school-parent compact, generated through the ESL/Bilingual/Basic Skills office in three languages, is sent home to parents at the beginning of the school year. The parents must sign and return to school a confirmation form that they have received and read the compact. All returned forms are kept in the school building.

6. How will the school report its student achievement data to families and the community?

Disaggregated NJ ASK Science/ PARCC assessment results are disseminated to the Data Team and discussed amongst curriculum supervisors and district leadership committees as well as published in the local newspaper each spring/summer. School test data is presented through graphic displays and discussed at Board of Education meetings that are open to the public.

A copy of the School Report Card, published by the State of New Jersey, is available on the NJDOE web site. Disaggregated NJ ASK/PARCC test data, as well as other data, are available within that document.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

The district creates and mails a state modeled informational letter concerning the status of the school's performance as it pertains to ESEA – Annual Progress Targets.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

8. How will the school inform families and the community of the school's disaggregated assessment results?

NJ ASK/PARCC assessment results are sent to the school from central office and parents are mailed a copy of the results, along with an explanation and school cover letter. Disaggregated NJ ASK/PARCC assessment results are disseminated through Home and School meetings and published in the local newspaper each spring/summer. A copy of the School Report Card, published by the State of New Jersey, is available on the NJDOE website yearly. Disaggregated NJ ASK/PARCC test data, as well as other data, are available within the document

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Parents are presented with district and state assessment results parent conferences/Home and School meetings. They are kept informed of overall student progress mid-year and the EOY. Ongoing programs for academic achievement such as Writer's Workshop, Family Literacy, Multi Media Enrichments, PARCC prep workshops, PIR and parent workshops etc. are also discussed with participating parents.

10. How will the school inform families about the academic achievement of their child/children?

- Each student's Individual Profile Report for NJ ASK Science/PARRC is sent home for parental review.
- Interim reports are sent home each trimester to keep parents informed about their child's work within the classroom.
- Student report cards are sent home tri-annually.
- Students grades are inputted on the Parent Portal on a regular basis
- Parent/Teacher Conferences and At-Risk Conferences

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

- ELA/Math Multi Media Enrichment
- Family Literacy Nights
- Basic Skill & ESL Conference/Meetings
- Adult ESL Program
- PIR Parent Workshop
- Communication (Letters, Memos)

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	35 100%	Teachers are supported through mentoring programs, teacher orientation, professional development opportunities, weekly grade level meetings, and contractual benefits which support continuing education.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	N/A	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	6 100%	Paraprofessionals are supported through collaborative programs, orientation and ongoing support from the principal, professional development opportunities, and contractual benefits which support continuing education.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	N/A	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
▪ Ads are placed in local newspapers for specific employment opportunities ▪ Employment needs are posted in all school buildings & district website ▪ Candidates are usually interviewed by a panel made up of the principal, Asst. Supt. Of Curriculum, Supervisors, Assistant Supervisors, and Parents to verify qualifications for position ▪ Teachers and Paraprofessionals are offered in-district professional development and have the opportunity to attend 1 or 2 out-of-district PD workshops paid for by the district ▪ Teachers receive a percentage of college reimbursement for continued education in area teaching	Superintendent, Assistant Superintendent of Curriculum, Principal